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BOOK REVIEWS

Preparatory Latin Composition. By F. P. MOULTON. Ginn & Co., 1896. Pp. xiii + 142.

THE statement is made in the preface that "this book has been prepared in accordance with the most advanced methods of teaching Latin composition," and this assertion seems to be supported by the facts, though it must be admitted that the term "most advanced methods" might be variously interpreted by different individuals. About the author's further claim that the book is a product of his own experience, there can be no question; that fact is sufficiently established by the vigor and freshness that are everywhere apparent.

The purpose of the book is to provide exercises for translation to accompany the daily work of reading in four books of Cæsar and the six orations of Cicero that are usually read. These exercises involve the works, idioms, and constructions found in the passage of Latin upon which the exercise is based, but the writer announces that similarity, not identity, is aimed at. Two sets of exercises are given for the first book of Cæsar, the second set more difficult than the first. This arrangement is for the accommodation of those who begin reading at the second book. Some exercises have been added for translation of English into Latin at sight.

Probably all teachers will agree with Mr. Moulton in the statement that "the great aim of Latin composition is so to fix in the mind of the pupil the idioms, constructions and style of the Latin that he can translate more rapidly, correctly and intelligently." Most of us will also indorse his claim that "the exercises to be written should contain the idioms, constructions, and style of the Latin which the pupil is reading at the time." But from this point there is likely to be divergence of opinion, for many instructors think that they can do better for their students by giving them exercises adapted to their varying needs than by putting a text-book into their hands. For those, however, who feel the need of such a book Mr. Moulton has performed a real service.

Especially commendable features of this book are an effort to

furnish a continuous narrative and to instruct the pupil how to join sentences properly by means of conjunctions and pronouns, and also an endeavor to familiarize the student with his grammar by constantly referring him to it.

Whether the sentences for translation show sufficient variation from the original and whether they are properly graded in point of difficulty are questions that must be determined by the individual teacher.

FRANK A. GALLUP

COLGATE ACADEMY

A Short History of Rome to the Death of Augustus. By J. WELLS.
Methuen & Co., London, 1896. Pp. xii + 353. 3s. 6d.

THERE is a real need of a text-book in Roman history which shall neither omit too many subjects nor treat too briefly those presented, and which shall thus be to Roman history what both Oman's and Myers' are to Greek. To those who have felt this need the size of Wells' book will commend it, and it has also more worthy claims to the consideration of teachers in secondary schools. The author has brought to the preparation of the work a considerable acquaintance with the original sources, and, though he acknowledges his general indebtedness to Mommsen and Ihne, he does not hesitate to differ from these high authorities occasionally. His emphasis upon those portions of his subject which treat of war and government has been so great that the religious and literary elements do not by any means receive due attention. That in his chapters upon Augustus no mention should be made of the glories of the literature of this period seems indefensible. Often, also, too much information on the part of the student is taken for granted by the author, so that such terms as auspices, Sibylline books, vestal virgins do not receive adequate explanation, though they are very often used. But four maps are given, and of these two are too small, too crowded, and otherwise inadequate, nor are there any other illustrations. The style is clear and interesting, and the author has a helpful fashion of presenting a summary of the causes of important events. Historical parallels are frequently made, but that the usefulness of these is based upon the association of the unknown with the known seems sometimes to have been overlooked, as when students of the fourth and fifth forms of the English public schools, for whom the book is designed, are referred to the laws of